



Center for Army Leadership

Technical Report 2011-2

**2010 Center for Army Leadership
Annual Survey of Army Leadership (CASAL):
Army Education**

**Joshua Hatfield¹
John P. Steele²
Ryan Riley¹
Heidi Keller-Glaze¹
Jon J. Fallesen²**

¹ ICF International

² Center for Army Leadership

April 2011

The Center for Army Leadership

An Organization of Leader Development and Education, U.S. Army Combined
Arms Center

Clark M. Delavan
Director

Leadership Research, Assessment and Doctrine Division
Fort Leavenworth, Kansas 66027-2314
Jon J. Fallesen, Chief

Distribution: Approved for public release; distribution is unlimited, April 21, 2011.

REPORT DOCUMENTATION PAGE			Form Approved OMB No. 0704-0188		
Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing this collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to Department of Defense, Washington Headquarters Services, Directorate for Information Operations and Reports (0704-0188), 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number. PLEASE DO NOT RETURN YOUR FORM TO THE ABOVE ADDRESS.					
1. REPORT DATE (DD-MM-YYYY) 21-04-11		2. REPORT TYPE Technical Report		3. DATES COVERED (From - To) November 2010 – April 2011	
4. TITLE AND SUBTITLE 2010 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Army Education			5a. CONTRACT NUMBER W91QF-09-F-0113		
			5b. GRANT NUMBER		
			5c. PROGRAM ELEMENT NUMBER		
6. AUTHOR(S) Joshua Hatfield (ICF), John P. Steele (CAL), Ryan Riley (ICF), Heidi Keller-Glaze (ICF), and Jon. J. Fallesen (CAL)			5d. PROJECT NUMBER		
			5e. TASK NUMBER		
			5f. WORK UNIT NUMBER		
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) ICF International 9300 Lee Highway Fairfax, VA			8. PERFORMING ORGANIZATION REPORT NUMBER 2011-2		
9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES) Center for Army Leadership Leadership Research, Assessment and Doctrine Division 290 Stimson Ave, Unit 4 Fort Leavenworth, KS 66027			10. SPONSOR/MONITOR'S ACRONYM(S) CAL		
			11. SPONSOR/MONITOR'S REPORT NUMBER(S) 2011-2		
12. DISTRIBUTION / AVAILABILITY STATEMENT Distribution approved for public release; distribution is unlimited, April 21, 2011.					
13. SUPPLEMENTARY NOTES This report supplements CAL Technical Report 2011-1, 2010 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Main Findings. DA civilian educational findings are available in CAL Technical Report 2011-4.					
14. ABSTRACT This report supplements the main survey findings CAL Technical Report 2011-1, and explores PME attendance, quality, effectiveness, and relevance of course experiences, along with ability to transfer what was learned from the classroom to the field, and potential recommendations. This report is a direct response to General Officers' feedback on last year's PME findings. Specifically, Army education was concerning for senior leaders last year due to a downward trend in ratings of Army education across cohorts, a failure of most criteria to meet the 2/3 favorability threshold, and the fact that while perceptions of PME have been decreasing the reported effectiveness of the other two development domains (operational experience and self development) have been increasing. For the 2010 data, Army institutional education perceived value is still a concern. Although the findings are more favorable than last year's with the leveling of a downward trend, the data still show a downward slope from 2005. Quality of course instructors and technology resources are strengths, but weaknesses still include: providing relevant content, preparing leaders to develop the leadership skills of subordinates, preparing leaders to influence others, and unit effectiveness at utilizing or supporting the leadership skills graduates learned in the course. Colonels, Lieutenant Colonels and Chief Warrant 5s were also surveyed about what skills were lacking for recent graduates. The most common response is appropriate critical thinking and problem solving skills. Students who found their course ineffective were surveyed about potential improvements. The most common response was to make leadership a focus and cover specific leadership issues.					
15. SUBJECT TERMS Leadership; Leader Development; Education; Training; Performance Assessment; Institutional Learning; PME; Baseline; Survey					
16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT Unlimited	18. NUMBER OF PAGES 36	19a. NAME OF RESPONSIBLE PERSON John P. Steele
a. REPORT Unclassified	b. ABSTRACT Unclassified	c. THIS PAGE Unclassified			19b. TELEPHONE NUMBER (include area code) 913-758-3240

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2010 CAL Annual Survey of Army Leadership (CASAL):

Army Institutional Education

INTRODUCTION

The Center for Army Leadership (CAL) Annual Survey of Army Leadership (CASAL) is an on-going effort by CAL and the Combined Arms Center (CAC) to assess Army leader attitudes regarding leader development, the quality of leadership, and the contribution of leadership to mission accomplishment. During November - December 2010, over 21,000 uniformed leaders in the active and reserve components completed the CASAL. This strong participation in the CASAL provides an overall sampling error of +/-0.6%. This sampling error, together with each leader of a given rank having equal chance of being randomly included, verifies that the findings truly reflect the opinions held by Army leaders. Additional description of the survey methodology, the respondents, and findings on other issues related to leadership and leader development is provided in the 2010 CASAL Report of Main Findings (in preparation).

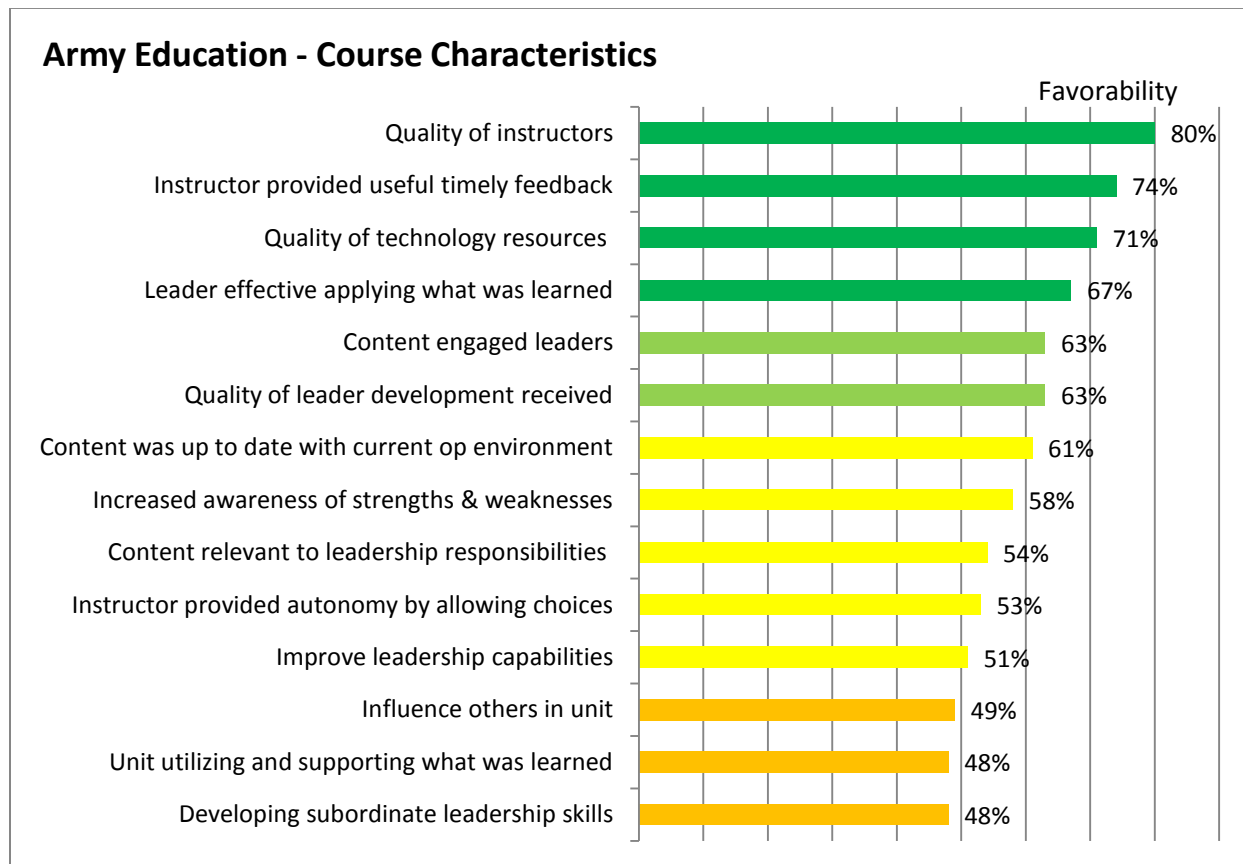
Army education is one of the three training domains of leader development. It is an area of continued interest and concern for senior Army leaders. Last year's (2009) data showed:

- ❖ A downward trend in ratings of Army education.
- ❖ The decline in ratings for Army education was a cross-cohort problem, though it was even more pronounced for company grade officers and warrant officers.
- ❖ Nearly all course characteristics assessed had less than 66% favorability, which is a benchmark to identify potential areas of concern.
- ❖ Although perceptions of the effectiveness of professional military education (PME) courses have been decreasing, the reported effectiveness of the other two development domains (operational experience and self development) has been increasing.

OVERALL KEY DATA

Before describing the findings, it is important to clarify that what follows are subjective perceptions and not test results of knowledge and skills. That being said, the data are important because perceptions affect behavior, learning processes, learning outcomes, and ultimately, mission accomplishment. CASAL presented over 30 assessment items about PME to recent graduates of Army courses (i.e., those who completed the course between 2006 and 2010). Figure 1 provides a visual scorecard of key findings. These ratings of the quality of course instructors, feedback, quality of technology resources, and applying what was learned in their job are the only items that exceed the favorability benchmark of 66%. Three items were well below the benchmark with less than 50% of PME graduates rating them effective: preparing leaders to develop the leadership skills of subordinates, preparing leaders to influence others, and unit effectiveness at utilizing or supporting the leadership skills graduates learned in the course.

Figure 1. A 2010 Scorecard for Army Education.



Leaders' attitudes about the importance of PME completion are in conflict with reports of support for attendance. Specifically, less than half of the active component (AC) agree that their superior would support attendance at an institutional course/school if the opportunity required that they miss a key unit or organizational event (e.g., CTC rotation, mission rehearsal exercise), while 73% of AC CW5s, LTCs and COLs agree or strongly agree that completion of Army institutional courses/schools should be tied to promotion and assignment decisions. Everyday duty experiences are seen as when most leader development occurs. About one-half of AC leaders (52%; 63% RC) believe that instruction from Army institutional education has provided a foundation that helps them get more learning out of everyday experiences such as garrison and deployment operations.

Preparedness of Course Graduates in an Operational Setting

Riley, Hatfield, Keller-Glaze, Fallesen, & Karrasch (2008) reported that about 70% of the Colonels and Lieutenant Colonels that they sampled generally believed that OES courses were effective or very effective at providing well educated graduates to their unit or organization.

For the present data, Colonels, Lieutenant Colonels and Chief Warrant 5s were asked to comment on what skills or abilities [of those that should be learned at a course/school] recent graduates lack when they arrive at their unit. The most common response among the 1,400 in this rank group was appropriate critical thinking and problem solving skill. These officers mention that graduates lack the ability to quickly develop creative solutions to complex problems in a time-constrained environment. A comment that characterized this response theme was that leaders lack, "the ability to objectively look at the situation, articulate/brief the valid points, and present solutions to problems or COAs to meet the situation on the ground and mission objectives."

Abilities or Skills Course Graduates Lack Upon Arrival at Units or Organizations	
Critical thinking/Problem solving skill	21%*
Ability to apply skills in Operational setting	21%
Leadership skills	20%
Technical/Tactical skills	18%
Communication skills	17%
Management skills	16%
Interpersonal skills	13%
*Figures indicate percentage of senior officers who provided this response to an open-ended question; not the percent who agree.	

The second most common theme in the responses is that graduates arrive at their unit without the ability to transfer and apply their recently acquired skills and knowledge to an operational setting. Their concern is that the coursework lacks a practical, 'hands-on' approach to complement theoretical knowledge attained in class. They also report that course graduates require better leadership skills to develop, mentor, and counsel Soldiers. The finding that leaders lack skills in developing subordinate leaders is a theme reflected throughout the 2010 CASAL main findings – and has been a persistent issue for 5 years.

LEADER DEVELOPMENT IN THE ARMY

Developmental Domains

Army doctrine (FM 7-0) outlines the Army Leader Development model, which specifies leader development is leveraged across three overlapping domains: operationalⁱ, self developmentⁱⁱ, and institutionalⁱⁱⁱ. Leaders must utilize and balance these three domains to become proficient across the Army Core Leader Competencies (FM 6-22). Army institutional education aims to provide something that the other domains rarely can – purposeful leader development that is closely aligned with doctrine, which results in a consistent experience.

For the past 3 years, over 80% of Army leaders have consistently rated both operational experience and self development effectively preparing them to assume new levels of leadership or greater responsibility. It is worth pointing out that 65% of respondents agree that their organization expects them to engage in self development; while only 40% agree that their organization makes time for self development. The fact that Army leaders report significantly more learning occurring via operational experience and self development than through institutional training presents several challenges. These development experiences are not always purposeful, nor do they align with set standards. Capitalizing on operational experience requires feedback and careful planning, in order to ensure practice makes perfect, instead of practice reinforcing negatives or aligning with arbitrary goals.

This report focuses on the institutional domain and the main findings report describes the results associated with the other domains more in-depth. PME ratings have not met the two thirds favorable benchmark in recent years. 2010 CASAL data show improvement in ratings for PME compared with last year; however, the frequency of leaders providing favorable ratings is still below those of the operational and self development domains. Additionally, only 52% of Army leaders agree that PME instruction provides a foundation that helps them get more out of everyday experiences.

**Effectiveness of leader development domains for preparing leaders to assume new levels of leadership or responsibility
(% Effective/Very effective)**

Domain	2008	2009	2010
Self Development	82%	84%	85%
Operational Experience	81%	84%	80%
Institutional Education	60%	51%	58%

The projection of education into the future does not look better from the standpoint of current leaders. Only 32% of recent course graduates agree that the Army is headed in the right direction to prepare for challenges of the next 10 years. Of those who were neutral or disagreed, 28% selected for their rationale that current Army education/schools are ineffective, and 21% selected current Army training (both individual and collective) is ineffective. This means that 19% of AC leaders think that current Army education/schools are so ineffective that the Army won't be prepared to meet future challenges, and about 14% think the same for collective training.

ATTENDANCE AT INSTITUTIONAL EDUCATION COURSES

Opportunity to Attend Courses/Schools

Leaders must be exposed to education for learning to occur and to have an impact on their development. As previously stated, despite the fact that 73% of 472 AC senior leaders agree or strongly agree that completion of Army institutional courses/schools should be tied to promotion and assignment decisions, less than half (48%) of the AC sample agree that their superior would support attendance at an institutional course/school if the opportunity required that they miss a key unit or organizational event (e.g., CTC rotation, Mission Rehearsal Exercise). In fact, for senior leaders only, the relationship between the two data points is virtually nil ($r = .06$, $p = .21$). Superior support of attendance varies by rank, with as high as 61% of Sr NCOs reporting agreement to as low as 40% of company grade leaders.

Qualitative results point to several important implications regarding the opportunity to attend Army institutional education. First, Army leaders see course and school attendance as a gate for advancement (i.e., course attendance facilitates promotions while non-attendance delays promotions). Second, Army leaders less often see course/school attendance as contributing to their ability to carry out leadership responsibilities and their overall development (compared to its effect on career progression and promotion). Finally, only a small percentage (6% of those who agree that they have had sufficient opportunity to attend courses) believe attendance has had 'no' contribution to promotions, career progression, overall development as a leader, and ability to carry out leadership responsibilities in their current role.

Senior leaders more often than junior leaders agree that they have been provided sufficient opportunities to attend PME to develop their leadership. Over three-fourths (78%) of field grade officers and senior NCOs believe that they had sufficient opportunities to attend courses or schools compared to 49% of junior leaders (i.e., company grade officers and Jr NCOs). This statistic appears stable as 80% of 2006 ILE students agreed with the same statement (CGSC QAO, 2006). This finding is not surprising, as senior leaders have had more time to experience those opportunities, are managed differently, and to an extent, increased opportunities have allowed them to progress in their careers.

About 62% of AC uniformed leaders believe that they had sufficient opportunity to attend courses/schools. About one-half of this 62% believe their course/school attendance contributed a great/very great extent to their:

- promotions and career progression (53%).
- overall development as a leader (48%).
- ability to carry out the leadership responsibilities of their current role (46%).

On the other hand, of all AC uniformed leaders who do *not* agree that they have been provided sufficient opportunity to attend courses/schools (about 38%), the following percentages of leaders believe missed opportunities have had a large or great negative impact on these areas:

- promotions and career progression (37%).
- overall development as a leader (25%).
- ability to carry out the leadership responsibilities of their current role (15%).

Timing of Course/School Attendance

About four fifths (79%) of officers believe that they attended their most recent course/school at “about the right time” in their career to prepare them for their responsibilities. Company grade officers appear to be the most ‘on track’ with timely course attendance, as only 10% believe that they attended their most recent course too late (4% believe it was too early). Trend data indicate perceptions about the timing of course/school attendance by officers have remained fairly stable for the past several years^{iv}.

Timing of Most Recent Course/School		
	“About Right Time”	“Too Late”
Field Grade Officer	74% (80%)	25% (19%)
Company Grade Officer	86% (86%)	10% (11%)
Warrant Officer	67% (73%)	31% (25%)
Sr NCO	63% (67%)	36% (32%)
Jr NCO	57% (68%)	40% (30%)
*Results of the 2009 Sample Survey of Military Personnel are presented in parentheses.		

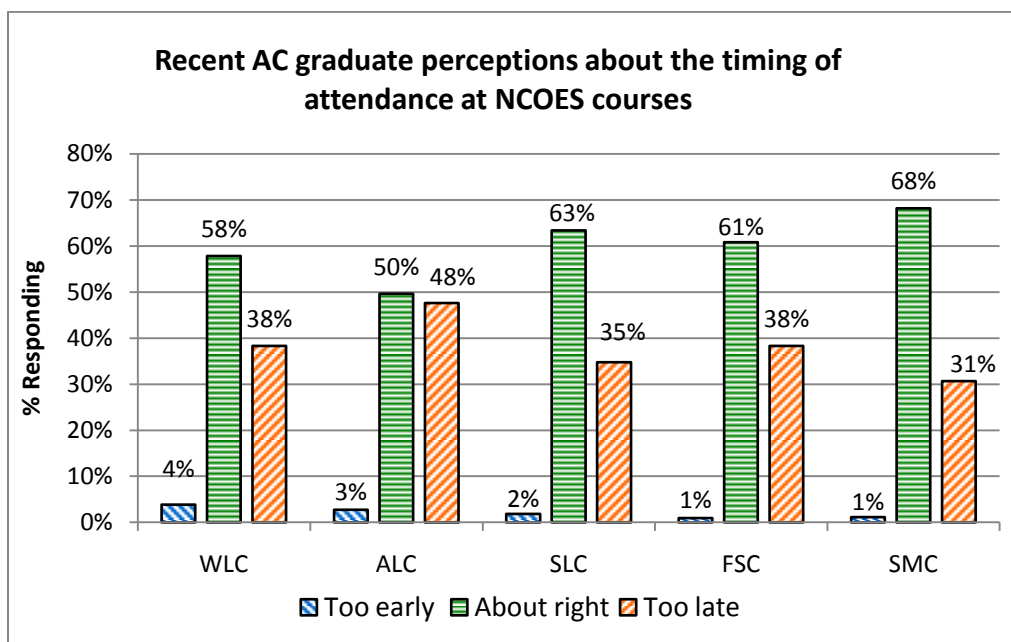
Results of the Survey on Officer Careers (ARI, 2009) indicate that nearly one-half (47%) of officers who believe that they attended their most recent course late in their career felt that their development was negatively impacted by course timing. Officers also reported that they should have more opportunities to attend more advanced courses.

Around one third of NCOs believe that they are attending courses too late in their career. One in 5 NCOs is expecting to have their development negatively impacted by the mistiming of attendance.

In 2010, 40% of junior NCOs indicated that they attended their most recent course too late in their career, which is the worst level of all cohorts^v. The TRADOC Institute for Noncommissioned Officer Professional Development (INCOPD) reports that a backlog in NCO course attendance exists and has been tracked for some time (D. Hubbard, Deputy Director, INCOPD, personal communication March 1, 2011). However, a recent trend observed by INCOPD shows that since the start of FY11, attendance is up by 25%^{vi}.

Part of the perception of attending a course too late may be because junior NCOs are often placed in new leadership positions early and must develop ‘on-the-job’ before they have an opportunity to attend a formal course. Figure 2 displays the perceptions of timing of recent graduates for five NCO education system (NCOES) courses: Warrior Leader Course (WLC), Advanced Leader Course (ALC), Senior Leader Course (SLC), First Sergeant’s Course (FSC) and Sergeants Major Course (SMC).

Figure 2. Perception of Timing for NCOES Courses.



Method of Course Attendance

An important implication regarding the method of course delivery is drawn from the 2010 findings. Leaders who attend institutional courses through blended methodologies (e.g., attending a course through both distance and resident methods) perceive the quality of leadership instruction similarly to leaders who only attended courses in residence. Further investigation is warranted to determine whether blended learning methodologies could be adapted to other courses.

Favorability Ratings of Education based on Method		
	Education effective for preparing for next role	Quality of leader development instruction
Resident	58%	63%
Distance Learning (dL)	55%	55%
Blended (both res. & dL)	56%	64%

A mix of resident and non-resident students from Intermediate Level Education (ILE) and Army War College (AWC) students provide some insight into how course attendance affects the quality of education. Of the recent graduates, 9% were from the resident ILE, 3% were from the ILE distributed learning (dL), 8% were from the AWC, and 2% were from nonresident AWC. These students' ratings of favorability are provided in the call-out box above.

For the past three years of CASAL data, distributed learning (dL) has been rated among the lowest in a list of leader development practices in terms of its positive impact on development. Resident course attendance is consistently rated more favorably than dL, though both are rated less favorably than other methods of development (e.g., self development, on-the-job experience).

While some leaders prefer to attend courses in a resident status, the impact of attending courses through a non-resident method does not seem to impact ratings of the effectiveness of education.

The 2010 data show that nearly the same proportion of leaders rate Army institutional education as being effective for preparing them to assume higher levels of leadership or responsibility regardless of the method of course attendance. Just over one-half of leaders rate education as an effective method for preparing them to assume new levels of leadership regardless of whether they attended their most recent course as resident, through dL, or through blended methods (both resident and dL).

Key Finding:

A similar percentage of Army leaders believe institutional education as being effective for preparing them for the next level regardless of their method of course attendance

However, ratings for the quality of instruction provided in the course do slightly differ based on the method of course delivery. Leaders who attend education courses in part, or completely through resident methods, rate the quality of leader development instruction more favorably than leaders who only attend courses through purely dL methods^{vii}.

Quality, Effectiveness, and Relevance of Education Content

Course-level specific evaluations are provided in Appendix A. A short summary of main course-level findings is provided in Table 1. Consistent with the other data presented, the views of leaders at senior ranks are generally more favorable than those at lower levels. Compared to ILE graduates, recent graduates of the Captains Career Course (CCC) and Basic Officer Leadership Course (BOLC B) less often view the courses as effective in:

- preparing them to influence others in their organization (40% CCC; 48% BOLC B),
- preparing them to develop the leadership skills of their subordinates (38% CCC; 42% BOLC B),
- improving their leadership capabilities (44% CCC; 47% BOLC B).

Further, in comparison to ILE, graduates of CCC and BOLC B less often agree the course content was relevant to the leadership responsibilities faced in their job (46% CCC; 45% BOLC B) and was up to date with the current operating environment at the time they attended (56% CCC; 68% BOLC B). There is more similarity in the perceived effectiveness of courses in these areas among recent graduates of NCO courses. The Sergeants Major Course (SMC) is more often viewed effective in preparing graduates for leadership and consisting of relevant and up to date content than other NCO courses. However, perceptions of the Senior Leader Course (SLC), Advanced Leader Course (ALC), and Warrior Leader Course (WLC) show a great deal of similarity in ratings.

Table 1. Favorable Ratings for Army Course-Level Criteria.

	Effectiveness in preparing you to influence others	Effectiveness in preparing you to develop the leadership skills of subordinates	Effectiveness in improving your leadership capabilities	Agreement course content is relevant	Agreement course content is up to date
ILE	65%	51%	61%	54%	71%
CCC	40%	38%	44%	46%	56%
BOLC B	48%	42%	47%	45%	68%
WOAC	37%	35%	34%	59%	51%
WOBC	58%	47%	57%	52%	64%
SMC	63%	59%	60%	60%	60%
SLC	49%	53%	50%	52%	59%
ALC	48%	54%	50%	50%	61%
WLC	48%	56%	53%	47%	60%

Overall, findings indicate that the perceived value of Army Education has improved since last year (2009) on several indices^{viii}, but when compared to 2005, it has decreased, and thus remains an issue that warrants continued attention. While course ratings have shown recent improvement, they still fail to meet the 66% threshold. In addition to not meeting the threshold, only about half (58%) of leaders believe that their course increased their awareness of their own leadership strengths and weaknesses. In contrast, Dyrland (2009) reported that 81% of MSAF Army-360 participants said that they had a positive increase in their confidence in their own self-awareness after participating in MSAF, and more recent data (Hinds & Steele, 2011) indicate that MSAF improved leader self-awareness by more than 50% (think of this as 100% saying that they improved 50%, which is quite different than only 58% of the course graduates thinking that they improved).

Key Finding:

58% of Army leaders believe their course increased their awareness of their own leadership strengths & weaknesses

How effective was the content of the course for preparing:
(% Effective and Very effective)

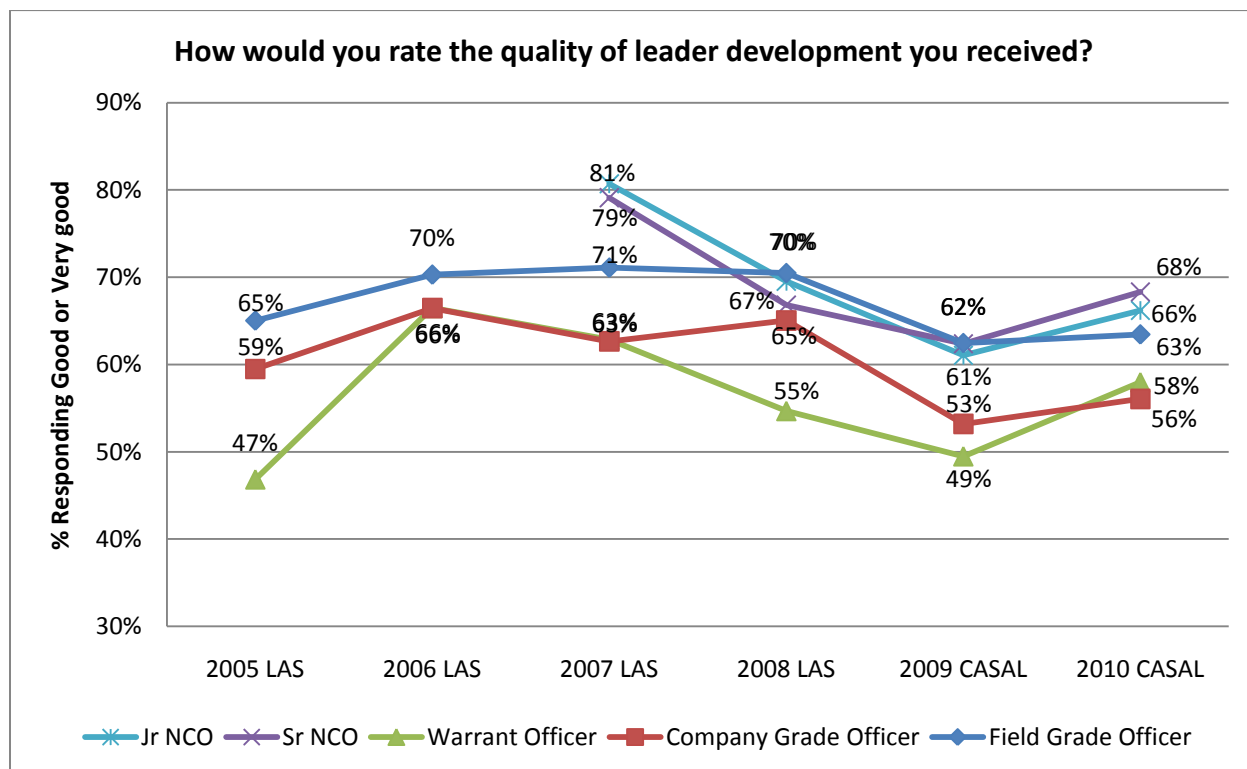
Area	2008	2009	2010
Overall leadership skills	47%	44%	51%
Influence others in unit	47%	47%	49%
Developing subordinates	N/A	39%	48%

To understand the value Army education has on leadership development, several items from the 2010 CASAL survey were evaluated:

- 71% (79% RC) agree that attendance at Army institutional courses has benefits beyond meeting education requirements for promotion;
- 56% (Company Grade) to 68% (senior NCOs) rated quality of the leader development instruction received as good or very good, which overall is a 5% increase from last year (see Figure 3);
- 45% (Warrant Officers) to 66% (Field Grade) agree that their course increased awareness of leaders' leadership strengths and weaknesses (see endnote ix);
- 43% (Warrant Officers) to 55% (Sr NCOs) believe that their most recent course improved their leadership capabilities (see Figure 4).

Figure 3 shows that the quality of leader development received at AC leaders' most recent course/school improved 5% from the findings of the 2009 CASAL. Although the values showed improvement, the two-thirds threshold is not met for warrant, company grade or field grade officers. In addition, the trend in ratings across survey years (with the exception of Warrant Officers) indicates that favorable ratings have been on a slight decline since this question was first examined in 2005 (see Figure 3).

Figure 3. Quality of leader development (received at Army institutional education) from years 2005 to 2010.



**Note: Sr & Jr NCOs were not adequately sampled in 2005 or 2006 to provide trend data.*

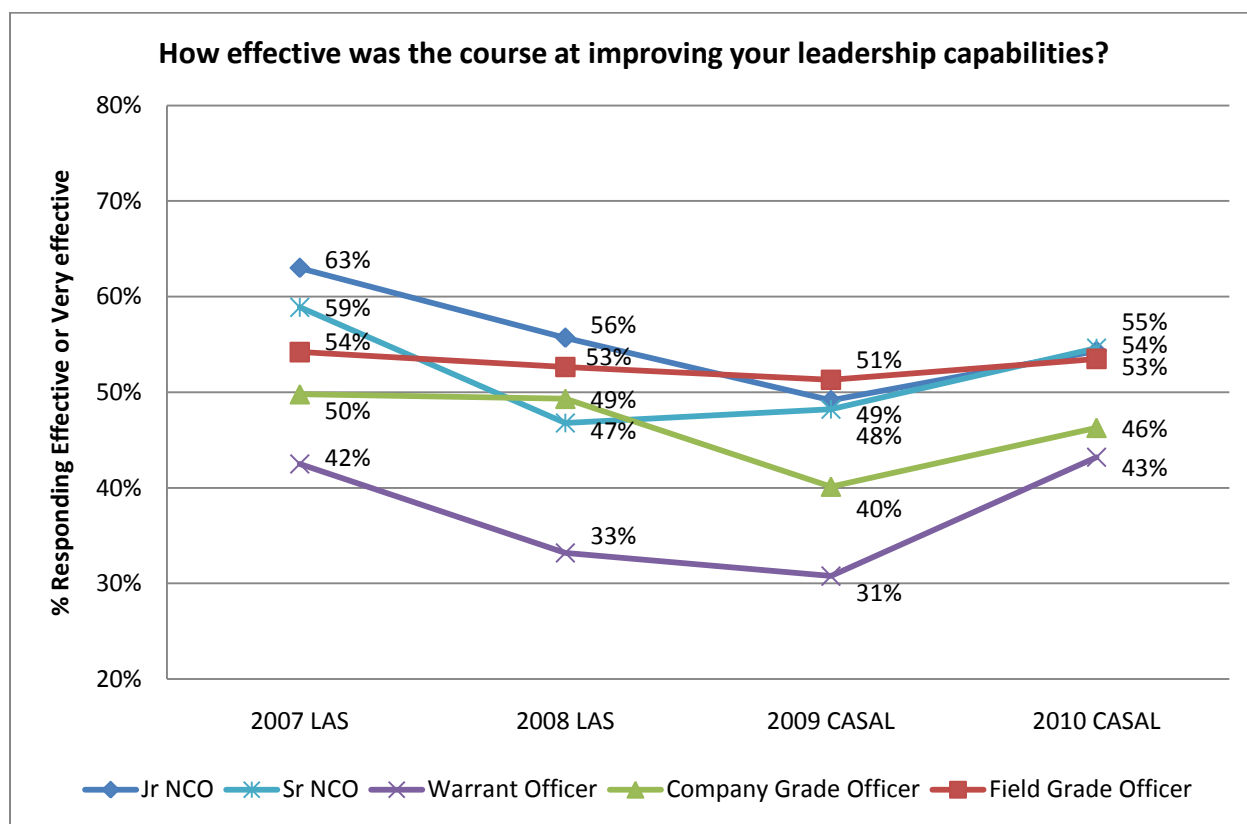
Courses and schools aim to increase students' awareness of their own leadership strengths and weaknesses, but come-up short^x. Field grade officers and NCOs more frequently agree that their most recent course did this, and company grade officers and warrant officers less often agree.

When cohorts are combined, there is a slight decline across years in course effectiveness at improving leadership capability.

Course Increased Awareness		
	Agreed	Disagreed
Field Grade	66%	17%
Company Grade	54%	26%
Warrant Officer	45%	29%
Sr NCO	60%	20%
Jr NCO	60%	20%

Figure 4 shows that the decline is less sharp because of a rebound observed with the present data, which improved in 2010 from 2009.

Figure 4. Courses effective for improving leadership capabilities from 2007 to 2010.



Overall, about half (49%) of recent graduates did not respond that their course/school was effective at improving their leadership capabilities. That 49% was then asked to explain via short written comments why the course was not effective. Comments indicated that course content and curriculum were not meeting leaders' needs. *Remember the following percentages are for only the subsample that who did not rate their most recent course or school as effective.*

- Nearly two-thirds (65%) of those leaders (or 32% of the full sample) commented that course content or curriculum needed to be improved. Many of these comments indicated that the course needed more instruction focused on leadership and leadership related issues. For example, leaders indicated that they wanted more discussion of basic leadership skills, as well as coverage over specific topics (e.g., developing, mentoring, and taking care of Soldiers). Other comments indicated that leaders need more opportunities to apply course content in situations which paralleled upcoming roles. Comments also suggested that courses should provide more hands-on experiences where leaders could lead others in the course and that content needed to be updated to be relevant and match current operational settings.
- About 13% (or 6% of the full sample) of leaders indicated that the course or school should have come earlier in their career or before their most recent deployment.
- 11% (or 5% of the full sample) of leaders suggested that the method in which the course was delivered could be improved. These comments suggested that attendees be held to a pass/fail standard and those leaders who attended a course through dL methods suggested that the course would be more effective taught at the schoolhouse.
- Finally, 10% (or 5% of the full sample) of leaders suggest the course cadre or instructors could be improved. Leaders suggested that instructors need to be current on the current operational environment and provide more mentoring and feedback to students.

Quality of Instructors and Technology Resources

The characteristics of available technological resources and actions of course instructors are significant contributors to the perception that courses enhance leadership capabilities^{xi}. Courses that have high quality instructors who provide autonomy by allowing options for course work, and provide useful, timely feedback are also seen as having a greater impact on leaders' ability to improve their leadership capabilities. Having quality technological resources (i.e., computers, internet, etc.) is also important, but viewed as relatively less important compared to the quality of the instructor. The 2010 CASAL assessed several specific aspects about how instruction is provided in PME:

- 80% agree that they learned from quality instructors.
- 74% agree that their instructor provided useful and timely feedback.
- 71% rated the quality of technology resources as good or very good.
- 53% agree that their instructors provide autonomy by allowing choices in course work or activities in their course.

Four-fifths (80%) of recent course graduates rate the quality of their instructors as good or very good. Similarly, the majority (74%) of recent course graduates agree that their instructors provided useful feedback to students in a timely manner. However, ratings for instructors go below the two-thirds favorability threshold in providing autonomy by allowing choices in course work or activities in their course. Senior leaders agree more frequently that they have autonomy compared to junior leaders (63% and 48%, respectively), but still fail to meet the threshold. These findings are not surprising given that courses designed for junior leaders in many cases deliberately provide less autonomy and more guided and structured instruction. However, supporting autonomy is an important part of adult learning, regardless of skill-level (Day, Harrison, & Halpin, 2009; Steele & Fullagar, 2009).

Alignment with Needs of Operating Environment

To further investigate factors that contribute to the belief graduates are receiving quality leader development instruction at their courses, the content of the courses was assessed. Specifically, graduates' opinions were examined to determine how well course content aligned to the current operational environment and the relevance of content to the leadership responsibilities graduates faced in their jobs.

Key Finding:

51% of Army leaders believe their course content was relevant to the leadership responsibilities they face

Currently, only about one-half of course attendees believe that courses are relevant to the leadership responsibilities they face in their job. This suggests that courses are failing to teach leaders the leadership capabilities that they need to be successful (e.g., ability to influence others and develop subordinates) in their job. Findings presented in the 2009 CASAL Report on Army Education (Hatfield & Steele, 2010) suggested that the content of courses may not align with leaders' operational needs. Recent graduates more often agree that the content of courses is up-to-date with the current operating environment than agree that the content is relevant to the leadership responsibilities they face in their job^{xii}. In both cases the low level of agreement shows room for improvement in the applicability or 'transfer' of what is learned in courses to what is needed on the job.

Agreement Course Content:

	Aligns with Current Op Environ	Relevant to Current Job
Field Grade	79%	64%
Company Grade	61%	46%
Warrant Officer	63%	48%
Sr NCO	59%	57%
Jr NCO	57%	50%

Course specific distributions along with short descriptions of a course being up-to-date and relevant are provided in Figures 12, 13, and 14 in the Appendix. Leaders' deployment history and status do not affect perceptions of the relevancy of course content, but they do for whether or not the course is up-to-date (See Appendix A).

APPLYING WHAT WAS LEARNED

Transfer of Course Content

The ultimate goal of education and training is the transfer of new knowledge and skills to operations. A discrepancy in perceptions exists on transfer. Over two-thirds (67%) of recent graduates rate *themselves* as effective at applying what they learned in the course to their job. However, less than one-half (48%) of graduates indicate that their *unit or organization* is effective at utilizing or supporting the leadership skills they learned^{xiii}.

Effectiveness of Applying What was Learned		
	Leader Effective	Unit Effective
Field Grade Officer	77%	57%
Company Grade Officer	66%	45%
Warrant Officer	67%	48%
Sr NCO	69%	56%
Jr NCO	65%	43%

Factors that influence leaders' belief that they are effective in applying what they learned include their belief that education is beneficial; the quality of leader development they receive during the course; the relevance of the course content; and the effectiveness of the course to improve their leadership capabilities (see Table 2). The strength of the relationship is assessed through beta values in Table 2. Beta values are interpreted similar to correlations^{xiv} and can range from -1.0 for a perfect negative relationship, to 0.0 indicating no relationship, to 1.0 for a perfect positive relationship. Correlation values greater than +/- .30 are considered moderate to strong.

Table 2. Factors Influencing Leaders' Ability to Apply What They Learn in Their Course.

	Beta
Course attendance is beneficial beyond meeting educational requirements	.09**
Quality of the leader development instruction	.10**
Content was relevant to leadership challenges faced in job	.30**
Course was effective at improving leadership capabilities	.22**
** $p < .001$	$R^2 = .38^{**}$

Additionally, factors were examined to determine what influences *units'* effectiveness to support or utilize leadership skills gained from institutional courses (see Table 3). Leaders' ability to apply what they learned in the course is relatively the most important factor. Courses that improve leadership capabilities and are relevant to the leadership challenges leaders faced are also related to units' effectiveness for supporting leaders, but to a lesser degree. The perceived quality of leader development is not significantly related to effectiveness of units utilizing leadership skills, probably due to the fact that it is highly redundant with the aforementioned variables (i.e., it is still beneficial, but the other factors already explain that portion of the variance in applying what was learned).

Table 3. Factors Influencing Units' Effectiveness for Supporting or Utilizing Leaders' Skills.

	Beta
Quality of the leader development instruction	.02
Content was relevant to leadership challenges faced in job	.12**
Course was effective at improving leadership capabilities	.18**
Leader effective applying what they learned	.39**
** $p < .001$	$R^2 = .37^{**}$

These findings suggest that courses with more relevant content are more likely to be seen as improving leadership capabilities than those that are less relevant. In addition, courses that are more relevant are going to increase a leader's ability to apply what they learned in the course at their unit or organization, and units are going to be more supportive of leaders who are able to apply what they learned. These findings support the idea that the content of the course is an important element in determining whether leaders are able to transfer their knowledge and skills outside of the schoolhouse.

Impact on Outcomes

Although the institutional education domain is seen less favorably than the other leader development domains, it still contributes in a meaningful way to individual and organizational outcomes (see Table 4). For example, knowing what to do to develop as a leader is correlated at .19 for institutional domain, .32 for self development domain, and .46 for operational domain. When Soldiers are grouped according to whether or not they felt a given domain effectively prepared them to lead at a new level of leadership or responsibility, then 60% of those in the effective institutional domain would be expected to know specifically what they need to do to develop as a leader as opposed to 40% of the non-effective institutional domain group who would know what to do to develop. These numbers are more positive for the self development (66% know what to do versus only 34% for ineffective self development) and operational domains (64% know what to do for effective operational versus only 36% for ineffective operational).

Table 4. Comparison of Respondents viewing training domains as Effective and Ineffective for Knowledge, Morale, Career Satisfaction, and Desire to Improve Leadership.

Outcome	Training Domains		
	Institutional Effective (Ineffective)	SD Effective (Ineffective)	Operational Effective (Ineffective)
Knowledge of what to do to develop as leader	59.5% (40.5%)	66% (34%)	64.5% (35.5%)
Individual morale	63.5% (36.5%)	60.5% (39.5%)	67% (33%)
Career satisfaction	64.5% (35.5%)	60.5% (39.5%)	68.5% (31.5%)
Value providing opinion on issues related to Army leadership and development	55.5% (44.5%)	59% (41%)	57.5% (42.5%)

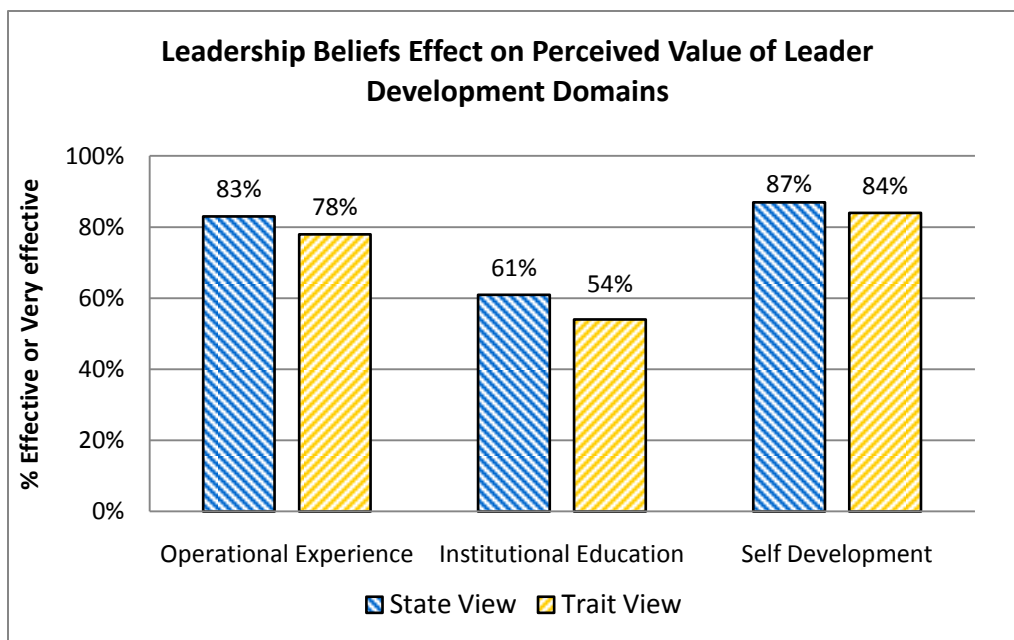
There are also indirect advantages associated with an effective institutional domain. Specifically, positive attitudes toward institutional education are related to higher levels of morale ($r = .25, p < .001$) and career satisfaction ($r = .29, p < .001$), which are related to intention to stay in the Army longer ($R^2 = .20$). In other words, 20% of the variability in self-reported career intention is explained by current morale and satisfaction, which in turn, are affected by perceptions of institutional education^{xv}.

BELIEFS ABOUT THE SOURCE OF LEADERSHIP

The perceived value of each of the three domains of leader development is lower for those leaders who believe leadership is something a person is born with and training will not increase (trait view; see Figure 5). The implication is that those who hold trait beliefs of leadership will require additional attention to increase their belief that training is beneficial. In the 2009 CASAL Report on Army Education, recent course graduates' beliefs about the nature of leadership was shown to influence ratings of course effectiveness. This year, graduates were grouped into one of two categories based on their belief about leadership^{xvi} – whether they agree or disagree with the statement 'most of the leadership ability a person has they were born with, and training is unlikely to change that.' Leaders who agreed with this statement were categorized into the "trait" view of leadership, and those who disagreed were categorized as "state" view. Figure 5 illustrates that the state or trait distinction shows the largest difference in the institutional domain. State participant perceptions are 7% more favorable in institutional education than trait participant perceptions, which is similar to last year's reported difference of around 10% (Hatfield & Steele, 2010).

Leadership View		
	State	Trait
Field Grade	70%	15%
Company Grade	58%	21%
Warrant	58%	23%
Sr. NCO	61%	19%
Jr. NCO	51%	24%

Figure 5. Leadership beliefs effect on ratings on the perceived value of development domains.



These results illustrate that pre-training beliefs about leadership can impact the perceived value of education. Recent research (Blume, Ford, Baldwin, & Huang, 2010) indicated that trainees' attitudes and beliefs prior to the training impacts the transfer of the training. Thus, leaders' attitudes prior to training should be considered because attitudes impact the degree to which they take and apply the training once in their operational environment. These findings suggest that trainers may need to promote a learning environment which can enhance leaders' opinions and beliefs about the materials they need to learn in order to maximize the effects of the course across all leaders.

The *United States Army Learning Concept: 2015* (2011) acknowledges the role that generational and learner differences will have on the learning environment. This is the right message, and should be expanded and applied more broadly in terms of education and leadership attitudes, and pre-course expectations. It should not be assumed that students have the same attitudes as those espoused by doctrine or instructors; instead attitudes and expectations should be deliberately explored, and the instructor should adjust accordingly.

SUMMARY AND RECOMMENDATIONS

The purpose of this report is to provide a closer look at the CASAL findings on the institutional education leader development domain. A common finding in the CASAL data is that junior leaders (officers, NCOs, and civilians) rate institutional training worse than senior leaders. Leader perceptions of the effectiveness of the most recent course they attended in preparing them for specific leadership skills (i.e., improving leadership capabilities, influencing others in their unit, preparing them to deal with uncertainty, and preparing them to develop the leadership skills of their subordinates) is strongly related with overall evaluation that institutional training has been effective in preparing leaders for future leadership responsibilities. This confirms that these characteristics are important and valid as evaluation criteria, and suggests that junior leaders perceive course delivery to be weak in these areas.

In 2008, a study was conducted to determine the attitudes, opinions and preferences of Army officers (particularly captains, majors and lieutenant colonels) with regard to the Officer Education System (Riley, et al., 2008). The objective of the study was to identify preferred options and possible trade-offs officers would be willing to accept with regard to leader development and education as they progress through their career. Results found that *not* all officers want the same thing when it comes to such choices on method of course attendance, assignments, time with family, and opportunities outside traditional career paths. While the 2008 study helped inform planning for the redesign of OES, recent findings and trend comparisons of CASAL data indicate many questions still exist about Army leader perceptions of institutional training and education. A recent study of the Captains Career Course found that course satisfaction correlated with branch investment in the selecting, certifying, and developing of instructors (Raymond, 2010). A very interesting finding from the present data is the viability of blended and distance learning. Ratings of the effectiveness of the educational experience were similar among resident, distance, and blended methods, which suggests further emphasis on matching attendance method with Soldier choice and Army demand.

Recommendation: Conduct a pilot program of selecting attendance method that is consistent with leader development principles and Soldier preference.

For the past three years, the value of institutional education has been rated less favorably than operational experiences and self development for preparing leaders. During this time perceptions in other domains increased, while perceptions of institutional education decreased. This pattern caused a focused review in order to better understand why leaders perceive its value lower and to identify ways to improve the value of education for leaders and the Army. The first level examination of course content uncovered a main concern for the Army moving forward. In particular, an underwhelming number of leaders believe course content is up-to-date with current operating environment and even fewer believe that the content is relevant to the leadership responsibilities they face. Three key questions can be derived from these findings:

1. Are courses teaching, but leaders are failing to adequately learn the necessary leadership skills in their courses?
2. Are courses truly out of touch with the current demands leaders face?
3. Is this a multi-faceted problem (a combination of both of the above) which affects leaders' ability to apply what is learned?

The current CASAL findings and supporting data do not provide a thorough enough evaluation to address the first question. However, there is an expansive amount of literature and research devoted to examining pedagogical methodologies. A recent review (Dunst, Trivette, & Hamby, 2010) of four specific adult learning methodologies examined how to increase the effectiveness of learning methods based on specific teaching practices. The authors found that courses that engaged in at least 5 of the 6 following learning characteristics demonstrate the highest learner outcomes (i.e., skill and knowledge acquisition):

- Introduce – Engage students in a preview of the materials early in the learning process
- Illustrate – Illustrate the applicability of the content
- Practice – Engage students in the use of the knowledge or skills through practice (during the course)
- Evaluate – Engage students in a process that evaluates their knowledge against outcomes and consequences
- Reflection – Engage students through self-assessments of their understanding to identify next steps in the learning process
- Mastery – Engage students in a process to assess their experiences across specific situations or a set of standards

Recent graduates rate their instructors low (only 53% agreement; down non-significantly from 54% in 2009) for allowing appropriate autonomy in course and work activities. The low ratings of autonomy come mainly from disagreement from Jr NCOs (23%), company grade officers (37%), and warrant officers (23%). This is important because last year's analyses (Hatfield & Steele, 2010) indicated that instructor support of student autonomy is closely related with critical thinking, and ultimately improving leadership capabilities. Autonomy, in this sense, does not mean abandoning structure and standards, nor does it mean giving the same latitude to all individuals in all courses. Rather, it refers to an intentional design that allows for the unique exploiting experiences and insights of the students in a course, and engaging them by allowing for and utilizing their input.

At a more direct level, instructors should incorporate student feedback. About a third of the sample suggested improving course content by having focused instruction specific to leadership including basic leadership skills, and specific leadership issues such as developing and mentoring. Comments also suggested that courses should provide more hands-on experiences where leaders could lead others in the course and that content needed to be updated to be relevant and match current operational settings.

Recommendation: Instructors should review the above learning characteristics including autonomy and rework curricula to ensure that these characteristics are being met and leadership is a purposeful delivery that is taught directly, instead of as an assumed by-product. Students can help provide an azimuth check.

In addition to evaluating the pedagogical methods used across courses, the Army needs to ensure the curriculum is truly up-to-date and relevant to the demands leaders face in their day-to-day activities. Although a large portion of leaders do not believe course content is relevant or up-to-date, an examination of the POI would ensure the content being delivered is targeted to enhance leaders' knowledge and skills. In the case that the curriculum is found to be on track, the process in which the

content is being delivered to leaders would then become the leading candidate for why leaders perceive they are not learning the skills they need to be effective leaders.

Recommendation: Evaluate the currency of curricula to ensure it is relevant to the demands leaders face in day-to-day activities and Army leadership requirements. Set triggers for when a course is obsolete by implementing a feedback mechanism from former graduates (e.g., 12 – 18 months after attending school/course).

This report highlights many areas worthy of improvement. Most important to address are weaknesses in: preparing graduates to develop subordinates (48% agreement that this occurs), unit utilization and support of what was learned (48%), preparing graduates to influences other in their unit (49%), and improving leadership capabilities (51%). A recent study of the Captains Career Course (Raymond, 2010) found the majority of students believe that Captains Career Course lessons and branch lessons do not adequately prepare them to lead company sized units. However, the authors' prior experience briefing this information presents a recurring challenge. Some dismiss these findings, or actually consider them to be positive, in light that 'leadership is action and you learn from field experiences'. We don't wish to debate the merits of this argument, but wish to offer two very interrelated points. First, as previously discussed, the Army recognizes three leader development domains, including education. Second, senior leadership needs to provide clear guidance of what is 'acceptable' and the role of Army education. Specifically, we expect certain skills and certain knowledge may come from all three domains, and some may come from only one, or a certain combination. Some of these skills and knowledge is foundational, and others may be unique to certain situations. The issue is having a clear understanding of what is important for leader development, where it should come from, and where it should be reinforced. Once this occurs, then we conduct a holistic assessment that examines how each part of the leader development system, and the system as a whole accomplishes these predefined goals to the predefined standard, and identify specific gaps and redundancies.

Recommendation: The Army needs to decide where students should learn the knowledge and skills the Army deems necessary to be effective across a variety operational settings and set the standard for success.

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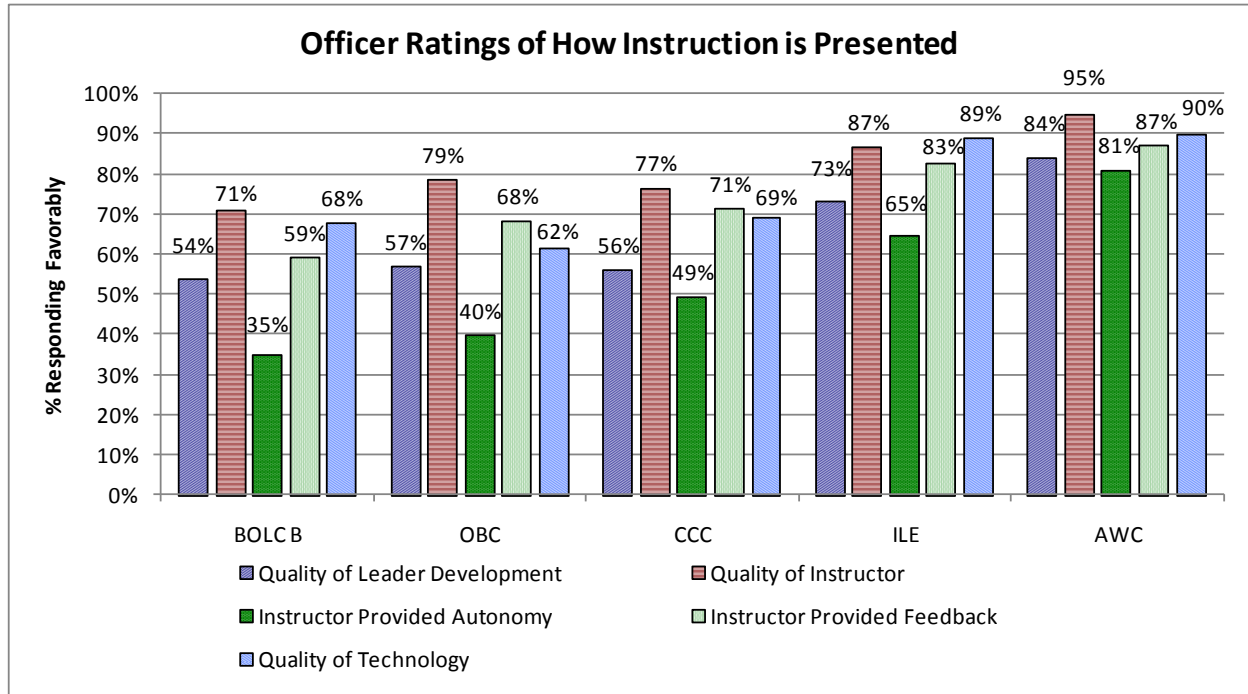
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APPENDIX A

2010 Course-level Findings

Figure 6.

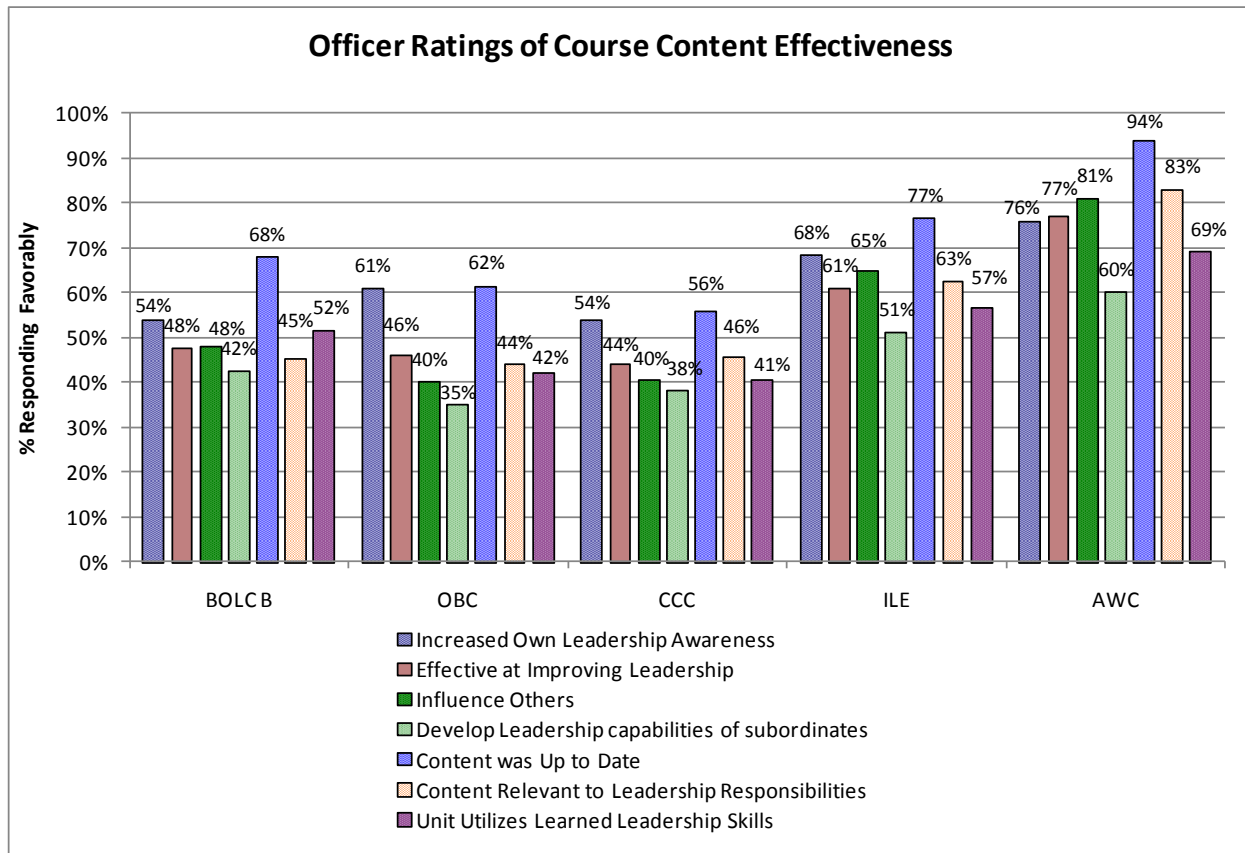


Recent course graduates rate their agreement with the statement “the instructor provided autonomy by allowing options for course work and activities” the lowest of all environment related items.

Graduates of ILE consistently rate the quality of the instructor across 3 areas, quality of leader development, and quality of technology much higher than recent graduates of Basic Officer Leader Course B (BOLC B), Officer Basic Course (OBC), and Captains’ Career Course (CCC).

Overall, BOLC B graduates agree less often with statements of instructor quality, quality of leadership development, quality of technology, feedback, and autonomy.

Figure 7.

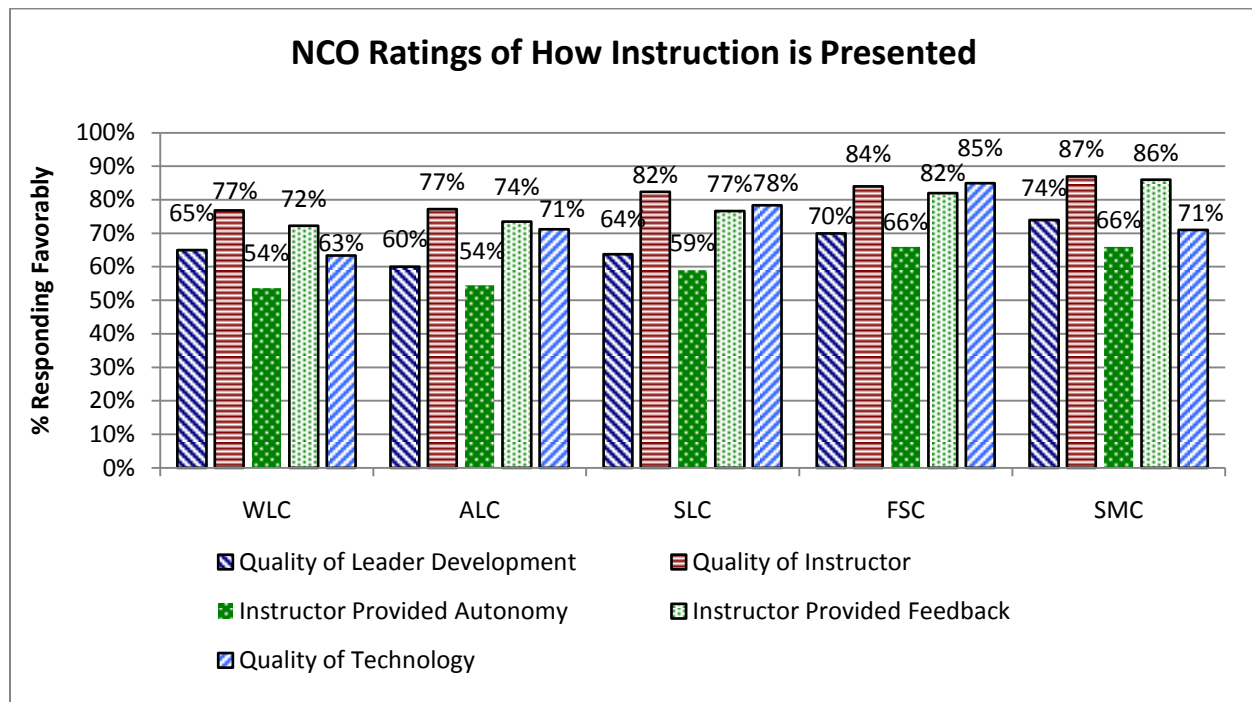


Of all officer courses, course effectiveness in preparing graduates to develop the leadership skills of their subordinates is rated the least favorably. This is especially important as “develops others” is the competency consistently rated the lowest. This finding is consistent with the 2009 CASAL.

With the exception of ILE and AWC, less than half of recent graduates rate the course as effective in preparing them to influence others.

Course graduates agree most frequently that the content of the course was up-to-date with the current operating environment across all courses; however percentage of agreement in OBC and CCC still does not meet the 2/3 threshold.

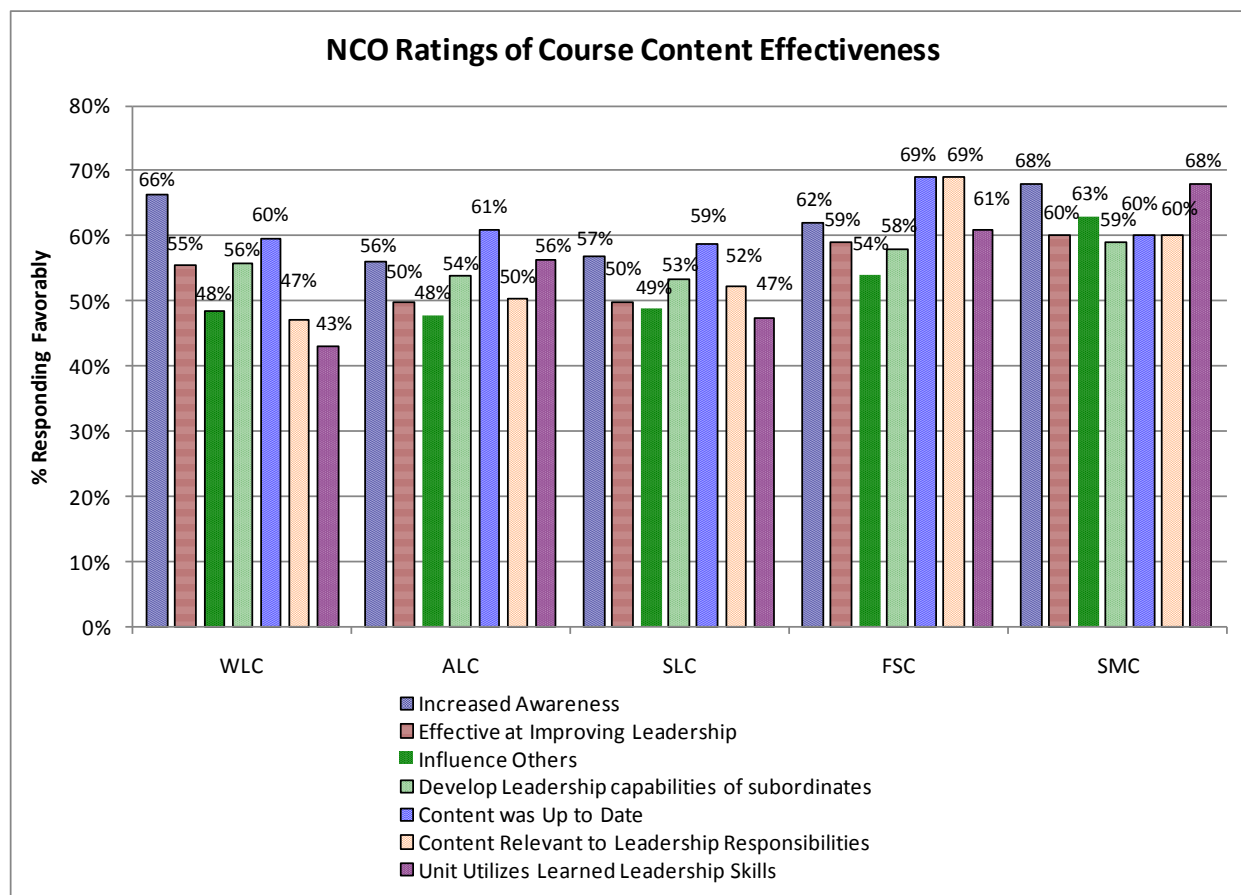
Figure 8.



The least favorable aspect of NCO courses is agreement to the statement “the instructor provided autonomy by allowing options for course work and activities,” though level of agreement is higher than officer courses such as BOLC and OBC.

The most favorable environmental factor for each NCO course is the quality of the instructor.

Figure 9.

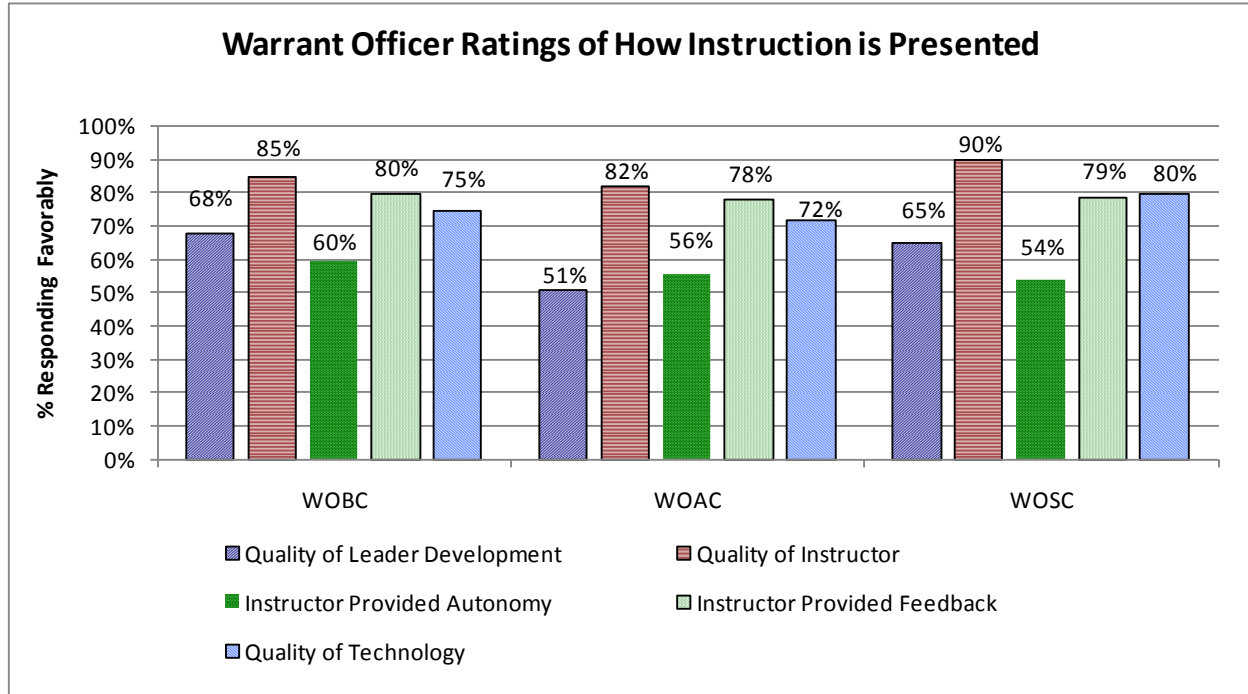


Of all NCO courses, the SMC received the most agreement by recent graduates that the course increased the learner's understanding of their strengths and weaknesses.

NCO's course graduates of WLC and SLC rated the unit utilization of recently learned leadership skills the lowest of all content effectiveness items.

ALC and SLC received lower ratings of effectiveness than WLC to increase awareness of leadership strengths and weaknesses and content effectiveness at improving leadership. Effectiveness of the course in preparing them to influence others and the course effectiveness in developing leadership capabilities of subordinates had similar percentages across the other courses (except for SMC and influencing others).

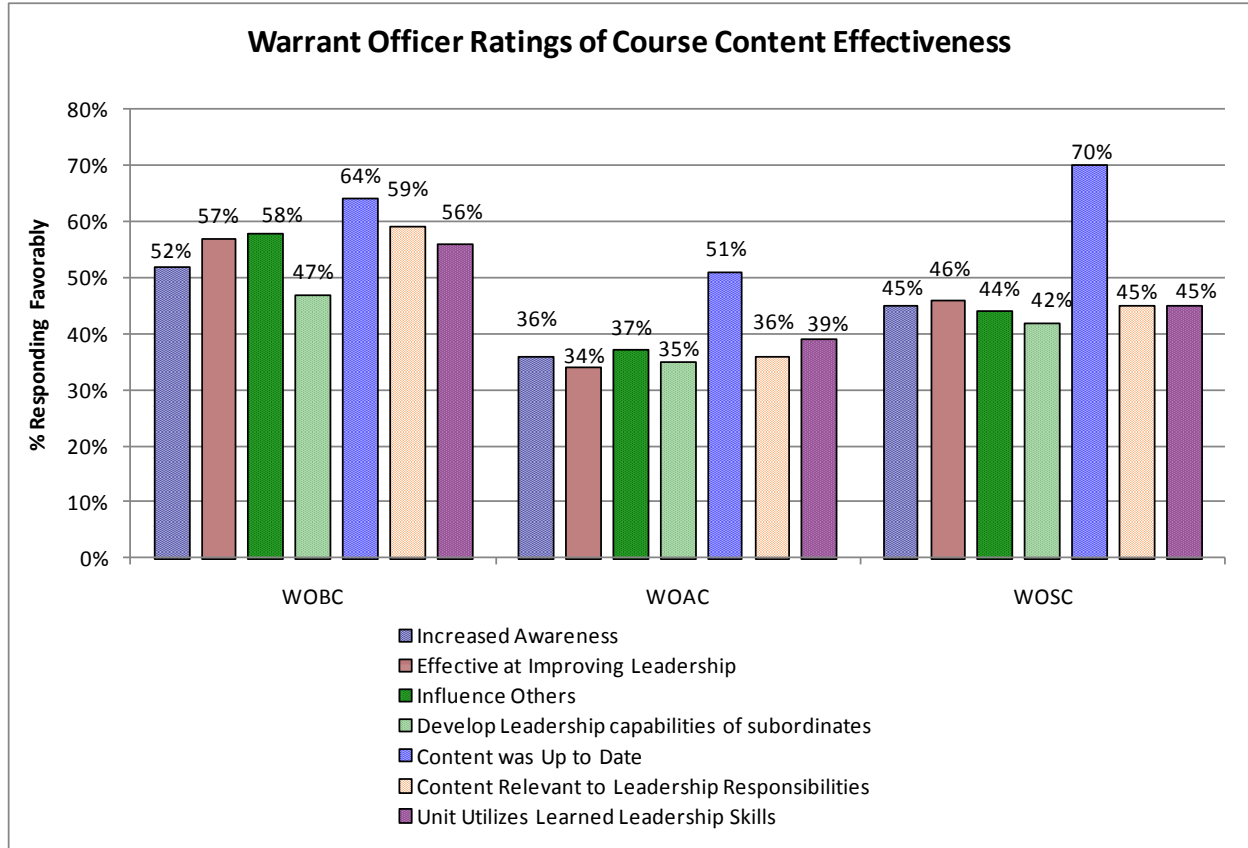
Figure 10.



The least favorable aspect of warrant officer courses is agreement to the statement “the instructor provided autonomy by allowing options for course work and activities,” although graduates from Warrant Officer Advanced Course rate the quality of leaders development they received lower.

The most favorable environmental factor for each warrant officer course is the quality of the instructor.

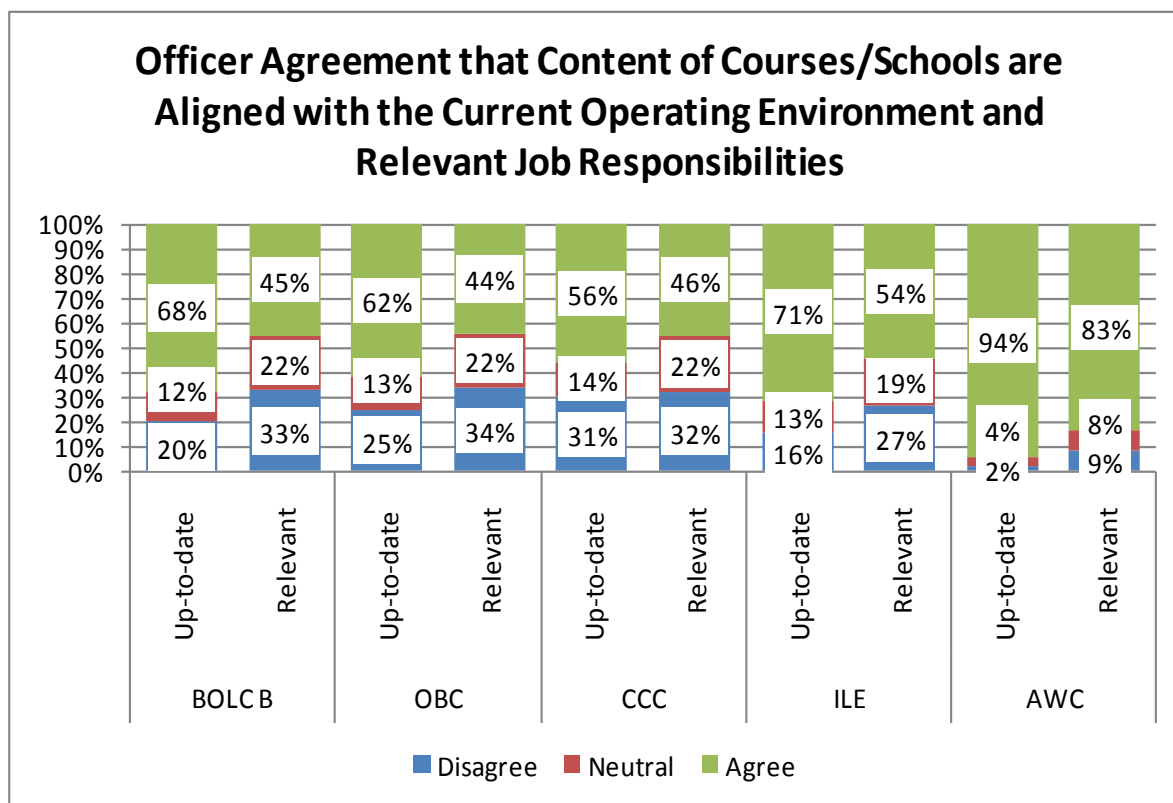
Figure 11.



Graduates from Warrant Officer Basic Course rated their course more favorably regarding the content than graduates from the Advanced Course or Staff Course.

Across each warrant officer course, the belief content was up to date was rated most favorably.

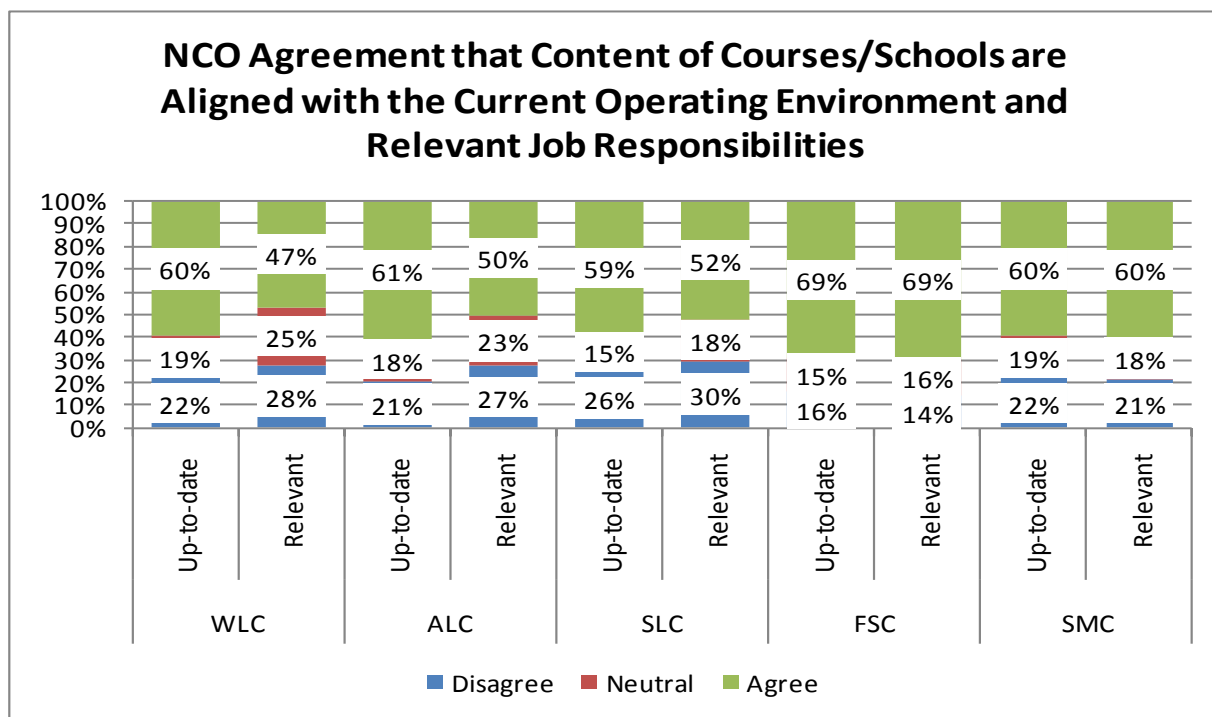
Figure 12.



Recent graduates of the Army War College most often agree the content of the school was up-to-date (94%) and relevant to leadership responsibilities faced on the job (83%).

However, graduates of the Officer Basic Course and Captains Career Course agree least often that the content of the courses were up-to-date and relevant to leadership responsibilities they face.

Figure 13.

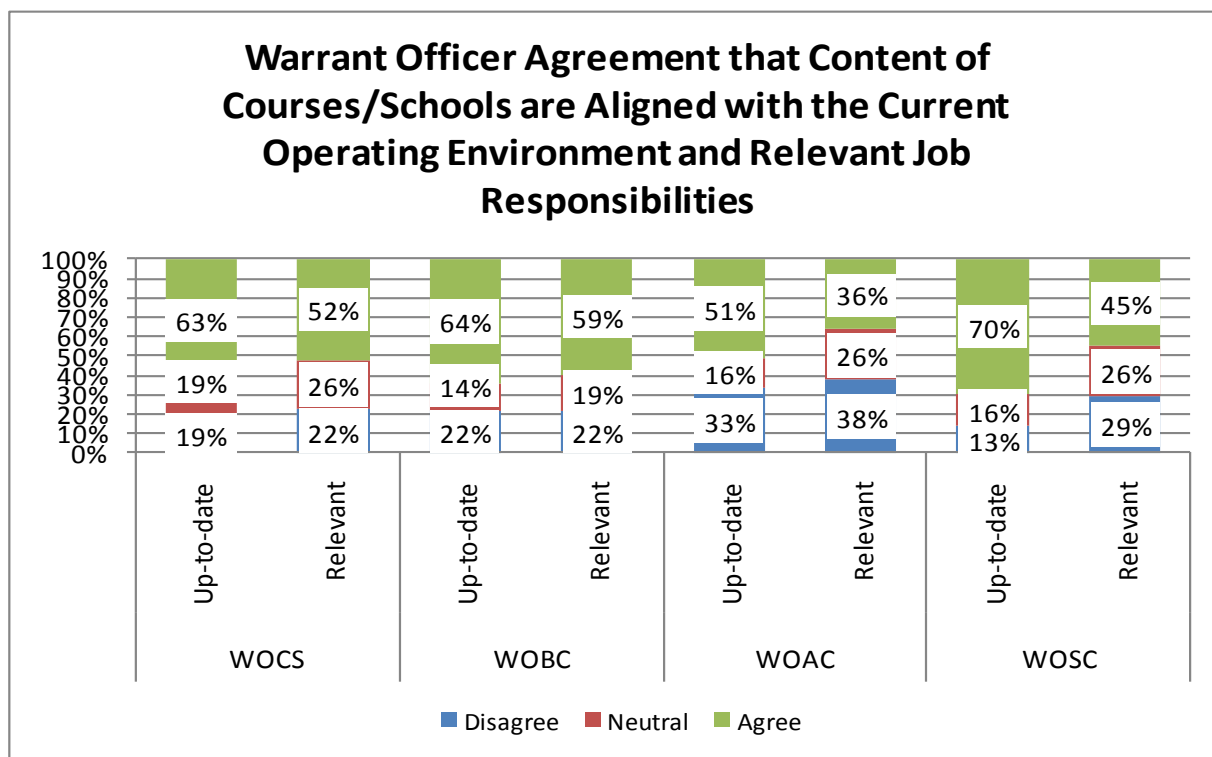


For NCOs, recent graduates of the Senior Leader Course most often disagree the course content was up-to-date with the current operating environment and relevant to the leadership responsibilities they face in their job.

More than 20% of NCO graduates from all NCO courses (with the exception of the First Sergeants Course) disagree the course was up-to-date and relevant.

Unfavorable ratings by NCOs of the content of courses being current and relevant may be due to NCOs' belief that they are attending courses too late in their career; or simply a mismatch between course content and operational demands.

Figure 14.



More than one-third of recent graduates from the Warrant Officer Advanced Course disagree the course content was up-to-date with current operating environment and relevant to the leadership responsibilities they face in their job.

Nearly two-thirds of recent graduates from Warrant Officer Candidate School and Basic Course agree the content of their course was up-to-date with current operating environment. However, only one-half agree the content was relevant to the leadership responsibilities they faced in their job.

APPENDIX B

Factors Influencing Leaders' Opinions of Receiving Appropriate Knowledge for Current Challenges

Too many leaders indicate that the current content of Army education is failing to provide information that is relevant to the challenges they face. Over one-fourth (28%) of recent graduates from Army education courses disagree or strongly disagree (51% agree or strongly agree) that the content of their most recent course/school was relevant to the leadership responsibilities they face in their job. Similarly, nearly one-fourth (24%) of recent graduates also disagree or strongly disagree that the content of their most recent course was up-to-date with the current operating environment at the time they attended. This section provides further examination of factors (deployment, position, time in job, etc.) influencing leaders' opinions when they feel they are receiving the right knowledge. Specifically, opinions about the relevancy of courses/schools preparing leaders for the current operational environment and for the leadership responsibilities they face were compared across leaders' deployment history; current deployment status; current position; and the length of time in current position.

Key Findings:

Leaders' deployment history and deployment status do not change perceptions of the relevancy of course content.

Leaders' deployment history and status changes perceptions that course content was current.

Deployment History and Status

Leaders' deployment history and current deployment status does not affect perceptions that their most recent course content was relevant to the leadership challenges they face. This suggests that courses' relevance is not affected by leaders who have been deployed more frequently or are currently on a deployment.

Deployment History – Course Relevancy

- For leaders with no deployments in last 3 yrs: 27% disagree course was relevant.
- For leaders with multiple deployments in last 3 years: 26% disagree course was relevant.

Deployment Status – Course Relevancy

- For leaders currently deployed: 29% disagree course was relevant.
- For leaders not currently deployed: 27% disagree course was relevant.
- No differences were noted based on deployment location (e.g., Afghanistan and Iraq, CONUS locations).

Recent graduates' deployment status and history demonstrated several meaningful differences in ratings of agreement that content of their most recent course was up-to-date with the current operational environment (at the time they attended). No differences were noted based on deployment location.

Deployment History – Course Currency

- Leaders with no deployments in last 3 yrs: 68% agree course was up-to-date.
- Leaders with multiple deployments in last 3 yrs: 57% agree course was up-to-date.

Deployment Status – Course Currency

- For leaders currently deployed: 57% agree course was up-to-date.
- For leaders not currently deployed – 62% agree course was up-to-date.

Leader's Position

Company Commanders least often agree their course or schools were relevant to the leadership responsibilities they face and least often agreed the content was up-to-date with current operating environment (see Table 5). First Sergeants most frequently indicated their courses were relevant (66% agreed) and up-to-date (69% agreed) with the current operating environment, and was the only position in this analysis that met the 2/3 threshold.

Table 5. Leaders' position influences perceptions that courses are relevant and up-to-date

Position	Course was Relevant		Course was Up-to-Date	
	Agree	Disagree	Agree	Disagree
Company/Battery Commander	39%	39%	48%	37%
Company/Battery XO	47%	34%	61%	27%
Platoon Leader	53%	29%	63%	21%
First Sergeant	66%	19%	69%	21%
Platoon Sergeant	54%	27%	51%	30%

ENDNOTES

ⁱ The *operational* domain includes training activities conducted at home station, during training events (e.g., CTCs), and while operationally deployed.

ⁱⁱ *Self-development* is a continuous, life-long process that is used to supplement and enhance knowledge and skills gained through operational experiences and institutional education and training.

Self-development is a continuous, life-long process that is used to supplement and enhance knowledge and skills gained through operational experiences and institutional education and training.

ⁱⁱⁱ The *institutional* domain includes schools that provide knowledge, skills, and practice to Soldiers to ensure that they can perform critical tasks to a predefined proficiency. The institutional domain instills key competencies, values, and skills Soldiers need to succeed in any circumstance.

^{iv} A 2008 survey on officer preferences for education and training found that **82% of officers** (field grade and company grade) believed their most recent course occurred at about the right time (Riley, Hatfield, Keller-Glaze, Fallesen & Karrasch, 2008). At the cohort level, the results of the Spring 2009 Sample Survey of Military Personnel (ARI, 2009) largely support the findings of the 2010 CASAL (both presented above).

^v In fact, nearly an equal number of graduates from Advanced Leader Course (ALC) indicate the course came too late (48%) as indicated it came at about the right time (50%). The Spring 2009 Sample Survey of Military Personnel (ARI, 2009) found slightly more favorable perceptions, as 30% of SGT-SSG felt the most recent course/school they attended came “too late” in their career, while 68% felt it came at “about the right time” (ARI, 2009 SSMP).

^{vi} D. Hubbard, Deputy Director, INCOPD, TRADOC G-3 Monthly Backlog Brief, January 2011.

^{vii} Further inquiry is needed to determine whether or not the perception that the quality of leader development instruction is low is an accurate depiction of course delivery or if it is an artifact due to leaders’ general dislike of dL course attendance. However, it is understandable that leadership, which by definition involves interpersonal interaction, would be challenging to teach via dL. We plan to address this via focus groups this summer.

^{viii} For example, a greater number of leaders in 2010 than in 2009 believe their courses are providing quality leader development instruction and providing content that improved their leadership capabilities.

^{ix} Over one-fourth of recent graduates of the **Captains Career Course** (27%), **Officer Basic Course** (26%), **and Basic Officer Leadership Course (BOLC) B** (28%) disagree the course increased their awareness of their leadership strengths and weaknesses. About one-fourth of recent graduates from **ANCOC** (29%) and the **Senior Leader Course** (23%) also disagree the course increased their awareness of their leadership strengths and weaknesses. In contrast, Dyrland (2009) reported that 81% of MSAF Army-360 participants said that they had a positive increase in their confidence in their own self-awareness after participating in MSAF, and more recent data (Hinds & Steele, 2011) indicate that MSAF improved leader self-awareness by more than 50%.

^x See prior endnote.

^{xi} These findings are supported by the values reported in Table 6. Characteristics of instructors and the technology available have the greatest impact on the quality of leader development instructors provided ($R^2 = .52$) compared to beliefs that course improved leadership capabilities ($R^2 = .39$), prepared leaders

to influence others ($R^2 = .37$), and prepared leaders to develop subordinate leaders ($R^2 = .36$). The quality of instructors was most strongly related to the quality of leader development instruction received ($\beta = .44, p < .001$). However, greater autonomy provided by instructors was associated with perceptions that: course improve leadership capabilities ($\beta = .30, p < .001$), course prepared leaders to influence others ($\beta = .32, p < .001$), and course prepared leaders to develop subordinates ($\beta = .33, p < .001$). The quality of technology resources was much less related to quality of leader development instruction delivered or preparing leaders ($\beta s = .10 - .12, ps < .001$).

Table 6. The Impact of Course Characteristics on Leaders' Ability to enhance Leadership Skills

	Quality of Leader Development received	Course improved leadership capabilities	Course prepared leader to influence others	Course prepared leader to develop subordinates
	Beta	Beta	Beta	Beta
Quality of instructor	.44**	.26**	.20**	.19**
Instructor allows choices & options in course work	.23**	.30**	.32**	.33**
Instructor provides timely feedback	.12**	.11**	.12**	.13**
Quality of technology resources	.10**	.12**	.12**	.10**
	$R^2 = .52^{**}$	$R^2 = .39^{**}$	$R^2 = .37^{**}$	$R^2 = .36^{**}$

** $p < .001$

^{xii} Officers, in particular field grade officers, more often agree (than other cohorts) that the content of their most recent course was up-to-date with the current operating environment. Recent graduates less often agree the content of their most recent course was relevant to the leadership responsibilities they face in their job. Again, field grade officers most often agree while company grade officers (46%) and Jr NCOs (50%) agree the least often.

^{xiii} It is not surprising that leaders more often rate their own effectiveness in utilizing what they learned as more favorable than their unit or organization's effectiveness in supporting or utilizing what they learned. Nonetheless, leaders who did not rate themselves as being effective (i.e., effective or very effective) at applying what they learned at their most recent course were asked to explain why they have not been effective. Comments indicated that course content often failed to match the tasks leaders perform in their current job.

- Nearly one-third (30%) of **leaders who rated themselves as ineffective or very ineffective** at applying what they learned indicated that the course content did not apply to their current job.
- About one-quarter (23%) of **these leaders** commented that the course provided information that was redundant with knowledge they already possessed.

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- About one-fifth (18%) of leaders commented that the course was ineffective in preparing leaders.
 - Finally, about 12% of leaders indicated that the course was useful, but they were impeded from utilizing what they learned once they returned to their unit.

^{xiv} Multiple regression beta weights are a bit more complex than correlations because their size (i.e., magnitude) is affected by the other variables selected. As a result, something may appear less strong than it actually is because it occurs before another variable in the set, which is more strongly related with the outcome being examined.

^{xv} The process of establishing this inference is called mediation and notes on advanced findings are available from CAL by request.

^{xvi} Most Army leaders (59%) believe leadership ability can be developed through training (state), while one-fifth believe training is unlikely to have an impact (20%). However, these perceptions vary across rank groups. Field grade officers more frequently believe (compared to all other rank groups) that leadership can be developed through training, though only about half of Jr NCOs share this view.